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IN THIS ISSUE

GEOGRAPHY AND WORLD RELATIONS
WALLACE W. ATWOOD

FUNDAMENTALS IN FOREIGN TRADE EDUCATION
J. ANTON DE HAAS

MODERN GEOGRAPHY—FROM A CANADIAN TEACHER'S POINT OF VIEW
A. WARCUP CHAPMAN

AN ATLAS OF FRANCE—A PROJECT IN GEOGRAPHY
NAOMI M. CALDWELL

THE TEACHING OF PLACE GEOGRAPHY
RACHEL E. DEE

ANNUAL MEETING OF THE NATIONAL COUNCIL

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The JOURNAL of GEOGRAPHY

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GEOGRAPHY AND WORLD RELATIONS*

WALLACE W. ATWOOD
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All thoughtful people appreciate that the closing of the world war did not bring about world peace. In many countries there are political questions which are extremely difficult to solve; in most of the world there is an unstable economic condition; in many countries there is social unrest; in certain parts of the world, there is great and widespread suffering; famine exists in two somewhat densely populated sections, where millions of people will die from starvation during the present winter.

The seriousness of the situation naturally has at first a depressing influence upon us. The appeals come from all sections near and far—from local organizations that are trying to relieve suffering in our home communities, from national and international organizations. Each organization reports conditions that are indeed pathetic, and makes a strong appeal for help.

In seeking for an explanation of conditions in the world today, some turn very naturally to the great war and endeavor to explain all the evils from which the world is now suffering, by that fearful catastrophe. Undoubtedly the world war hastened these deplorable conditions; undoubtedly, it is the immediate cause of much of the suffering, especially in Europe; undoubtedly, it is the immediate cause for our present depression in industries, but I wish to call attention in this address to some other factors which I think are more fundamental, which have had and will continue to have a profound influence upon the economic, and indirectly upon the social and political, conditions in this world.

LANDS AND NATURAL RESOURCES APPROPRIATED

For the first time in the history of the world we find the lands, and most of the natural resources of this earth that are useful to man, appropriated. The resources are not exhausted but they are now in the possession of one nation or another, and very largely in the posses-

* Presidential Address presented at the meeting of the National Council of Geography Teachers, held December 28, 1921, in Washington, D. C.

sion of individuals. There are but few opportunities for individuals in this or any other country, where conditions are suitable for habitation by enlightened people, to extend their fences without trespassing upon the possessions of others. There is left no opportunity for any nation to expand without intruding upon the rights of some other nation.

SOME PARTS OF THE WORLD OVER-POPULATED

There are too many people living on the plains of China, in the valley of the Ganges, in parts of Japan, in certain sections of Russia, in parts of Western Europe, in certain sections of tropical Africa, for safety in the struggle for existence. Certain of these crowded populations may live with reasonable happiness when the climate is favorable and large crops are secured. In certain other crowded sections, the living conditions are comfortable when the world is at peace and there is a free exchange of manufactured and of raw commodities. However, when an off-year in the production of food crops comes, or there is a period of depression in foreign trade, many of the people in the crowded communities face the danger of starvation.

In 1798, Malthus emphasized and predicted the serious problems which would come with the increase in population in the world. Perhaps his ideas were not given sufficient and careful consideration at the time. Certainly his doctrines have not greatly disturbed the people in the Western Hemisphere. We have not yet been willing to be disturbed by the problems of over-population. We had wonderful lands that people could have for the asking. We had our coal, our oil, our gas, our forests, our building stones, all ready for those who would ask for them. We were solving, and have been solving up to the present, many of our problems as a nation thru expansion, thru the appropriation of more lands, of more resources. Some may urge that we have not yet reached the limit in our power of expansion; that is true, but only to a slight extent. Those who seek farm lands, in the areas owned by our government today, will find it difficult to locate an area suitable for farming, on which they can make a living, without considerable outlay of capital. Some may turn to Alaska, but those who know that distant territory appreciate that relatively few people will ever make permanent homes in that part of the world. We have about reached the stage in our development as a nation when we must solve our problems in some other way than thru expansion and appropriation of more territory.

INCREASE IN POPULATION OF THE WORLD

The population of the earth today may be roughly estimated at 1,700,000,000 people, or seventeen hundred millions. During the last one hundred years it has increased by nearly one thousand million. From the record of the last half century, we may anticipate an increase during the next half century of about one hundred million with each decade. In the United States, the population has increased in the last century about 100,000,000. Thus the increase in world population in each decade is about equal to the present population of the United States. Estimates have been made that the United States might provide homes and good living conditions for 200,000,000. At the present rate of increase in our population that figure will certainly be reached within fifty years.

GROWTH OF INDUSTRIALISM

Since the middle of the last century, the highly civilized nations of the world have developed an industrial life which is drawing upon the fuel and mineral supplies in the world as those resources have never been drawn upon before. This great wave of industrialism came most naturally as men were struggling to meet the problems of existence. Large communities of people in Western Europe, and more recently in Eastern United States, found the opportunity of making a living thru manufacturing more attractive than the opportunities that came thru agriculture, or fishing, or hunting. Industrialism has for a time solved the problem for Germany, for Belgium, for England, for New England, and for parts of our Middle Atlantic States, for large communities around Pittsburgh, Cleveland, Detroit, Chicago, and St. Louis. The Japanese adopted this same plan for solving their problem of existence, and they look forward very properly to this means of solving their problem of existence today and tomorrow.

EXHAUSTION OF CERTAIN NATURAL RESOURCES

This great drive upon natural resources, upon the fuels and the different useful minerals is leading to the exploitation of those resources, and can not but lead to depletion and final exhaustion. Such resources, we well understand, were formed very slowly in the history of this earth. It took geologic periods—or sometimes eras—for the metallic resources to be concentrated, for the fuels, and for the soils to be formed. Man has received a remarkable inheritance of great wealth, and yet he has but recently come to appreciate that this wealth is limited. He is just learning that some of his resources, when once

used, are gone forever. We have figures, which tho they may not be absolutely correct, may be within a reasonable degree correct. Possibly the known oil and gas resources of the United States may be exhausted in fifty years. Possibly and quite probably, other oil resources will be discovered, and undoubtedly methods for recovering more of the oil from the ground will be perfected, but we should frankly face the situation that with each oil field discovered and exploited there is just so much less to be discovered and used. With the present rate in the increase in the use of iron, the known resources of high grade iron ore in this country may be exhausted within twenty-five years. With proper methods of conservation, and with the use of substitutes for iron, and with the possible decrease in the demand for great iron structures, now that the railroads, the cities, the bridges, are so well constructed, the life of our present known iron resources in this country may be extended to ninety years. Even if those figures are not correct, even if they are to be doubled, the life of these resources, as compared to the prospective life of the nation, is very, very brief. In the distant parts of the world there are large iron resources not yet exhausted, but most of them are being drawn upon by the ever increasing growth of industrial enterprises, so that their exhaustion may soon be predicted with considerable accuracy.

We and the people of some other nations are extravagant in the use of copper, lead, zinc, and other metals, and along with many other people we have been shamefully wasteful of our timber resources. The conservation of natural resources has become imperative.

DEVELOPMENT OF THE NATURAL SCIENCES AND TECHNOLOGY

Along with our modern civilization has come, during the last century, the remarkable development of the natural sciences which has added more to man's power over nature than has all the progress made in the previous history of man upon this earth. That power makes possible the more rapid development of the industrial life, which leads to the greater use of our natural resources. It has brought many comforts to man, and it has brought a power of destruction which, when used, produces, as we have well experienced during the last few years, fearful results.

Associated with the development of the sciences in the last century, there has come an equally remarkable development in technology. Distance has almost been eliminated from our problems. The world has grown smaller, and smaller, as new methods of transportation have

been perfected. Rapidly moving locomotives and steamships are in use, and rapidly moving motor vehicles including the aeroplane are now available. The world is made smallest perhaps thru the development of means of communication, until today word may be sent from our Atlantic seaboard—by waves sent thru the air—completely around the world. They travel to the most distant parts in so short a time that we may think of it as almost instantaneous. The cables, the telegraph and telephone wires form a network of lines of communication and with the mail service give to most people ready means of communication with practically all communities in the civilized world. This network is so interwoven that the leading nations of the world today appreciate their common interest in the means of communication. International relations must be established for the use of cables and cable stations, and even international understandings must be established as to the length of the waves used by the respective nations and different stations in sending messages thru the air.

GROWTH OF WORLD TRADE

Among all civilized peoples of the world, demands have come for commodities from other countries. We are not satisfied at our breakfast table without goods from the tropics. We are not satisfied in our homes without goods that have been imported from Europe, from Asia Minor, or possibly from the Far East. Raw materials are brought from the most distant parts of the world to be used in the manufacture of commodities in certain of our great industrial plants. We are today vitally interested in industrial and economic conditions in all other parts of the world where enlightened people are living. If the shearers have any serious differences with the ranchmen of Australia, the wool-clip may be decreased. That decrease in wool-clip will be known in the markets of Western Europe and in New England almost instantaneously, and the price of raw wool will at once rise in the New York and Boston markets. With that the price of woolen cloth will be increased, and very soon we shall find that a suit of clothes will cost more. The farmer who is producing wheat in one of the great interior states may find a market for all but twenty per cent of his product in this country, and the price of that last twenty per cent may be determined by the market in Liverpool. It is often the case that the sale of that last fraction of the production determines, for the individual farmer or manufacturer, whether he will have a profit or a loss.

Our foreign trade is about ten to fifteen per cent of our total trade, but it has been estimated that we can produce of manufactured goods

forty per cent more than we need in this country. If all of our people are to be kept employed, a large fraction of that forty per cent must be produced, and sold in distant lands. From this line of thought we come again to appreciate that friendly relations with other peoples of the world are very significant. It is highly important that every American citizen appreciates that foreign trade is absolutely essential to our best industrial and economic development. The world is an economic unit. This will undoubtedly be clearly demonstrated at the coming economic conference at Genoa.

POLITICAL AND SOCIAL RELATIONS

A League of Nations has been formed in which forty-one different countries are represented. A treaty has recently been drawn up in this country by the representatives of four of the more powerful nations of the world. Thus we find from the political standpoint a greater and greater tendency towards unity. I believe there is among the American people a very general recognition that there are many interests which the various nations of the world have in common.

With the development of rapid and comfortable means of travel, and with the development of great wealth, more and more people have traveled extensively, and more and more are looking forward to travel, for education and for pleasure. There is sure to come a greater social unity among the different peoples of the world. Just as thru an exchange of commodities the world has become an economic unit, so by an exchange of ideas it may become to some extent a social unit.

For all these reasons and possibly many others, I believe we should recognize that the present conditions on this earth are due to a long, long period of development, not simply to the last war. They may be but the natural result of the increase in population, and the increase in our knowledge thru the development of the sciences and of technology.

BEARING ON THE TEACHING OF GEOGRAPHY

If we turn now to the bearing of these considerations upon ourselves, a group of educators especially interested in geography, I submit that there is no influence which can help us so much to meet these changing conditions, as sound education. I submit further that in the end the solution of these problems can come only thru the development of the proper public sentiment toward them. Where then in the field of public usefulness, at a time when this country and all countries of the world are facing international questions, world-wide

questions of trade, of communication, of political and social relations, of peace, does the task of the geographer lie?

Perhaps each one has instantaneously answered that question. Perhaps it is unnecessary for me to say anything further. As a group of educators, and students of geography, it seems that our place is clearly marked, our responsibility well defined.

There never was a time in the history of this country, or in the history of the world, when the study of the various peoples of the world, and the geographic conditions influencing their lives, directing their plans as they seek for means of existence, should be taught so thoroly as today. The responsibility is before us. I trust we shall rise to it, and in every center have greater opportunities to perform this service.

I submit that there is no subject in the elementary school curriculum that so naturally and so necessarily deals with the large world-wide problems of today, as geography. There is no subject in the school curriculum that can so appropriately deal with the actual living conditions in the different parts of the world at the present time, as geography. It is pre-eminently fitting and proper that we take over a large part of the responsibility of educating the young people of this country to an appreciation of present conditions thruout the world. I believe no group of educators has a more imporant responsibility.

Our economic prosperity, our democratic institutions, our peaceful existence, will depend upon the relations which we establish and maintain with foreign peoples. Probably every national election, from now on, in this country, will present some international question.

GENERAL AWAKENING OF INTEREST IN GEOGRAPHY

It is, indeed, most encouraging to find the leading spirits here at the national capital, the greatest business men—who have developed our large American industries—our bankers, who maintain relationships with all parts of the world, appreciating the subject of geography as never before. It is encouraging to find several of the universities of this country, many of the colleges, *all* of the normal schools, and *all* of the public schools recognizing this field of education in their curricula. Calls are now coming as they never came before for expert geographers. Universities, formerly not concerned with geography, are ready to establish departments of geography; a school of foreign trade has been established; schools of commerce and business administration are asking for more geographic information and more trained geographers. The newspapers, the magazines, are all giving more and

more space to articles bearing upon conditions in foreign lands and in the various portions of this land, and just now a great project is under consideration by a very able group of men, looking to the promoton of an international publishing plan.

As geographers, we have no reason to feel discouraged, we have every reason to feel and act as most encouraged. There has been a great awakening among the American people of a real interest in geography. The magazine (*National Geographic Magazine*) edited in this building demonstrates that interest to a remarkable extent. Our own organization, national in its scope, with thirty-two state branches, reflects again an interest, not only in geography, but in the teaching of geography. We need more trained geographers, more who have had an opportunity to receive university training in geology, physiography, climatology, agriculture, history, economics, sociology, and yet thruout their period of training have held clearly defined before them the intention of organizing their special information so as to develop a world-wide knowledge of living conditions. We need more geographers who have had an opportunity to see the world, to go further than libraries and class rooms, more who have gone directly to the homes of distant people and come to know them, who have gone frequently to the homes of those people and have continued to know them. We need better textbooks right thru our system of education. There is little yet available for the colleges and normal schools. There is too little available for the high schools.

IMPORTANCE OF ORGANIZATION OF SUBJECT MATTER

All along the line from the work done with the littlest of children to that done with the graduate student, there should be in the teaching of American geography a thoroly scientific spirit. It is indeed a subject in which we deal with facts, in which we must organize our facts, in which we must recognize natural laws.

In addition to the organization of the subject matter on a truly scientific basis, we must have an organization of the material on a truly sound educational basis, so that it may be presented, or used, with maximum effectiveness in the training of the minds and characters of all students. There is no study in the elementary school curriculum, other than geography, in which the scientific method of thinking can be so easily and so appropriately taught, in which a knowledge of conditions thruout the world can be so well gained, in which an intelligent sympathy with the other peoples of the world can be so well taught, and true citizenship of this nation, and a broad minded, noble citizenship of the world can be so well emphasized.

AN INSPIRATION TO TEACH

When, as teachers of geography, we survey the world conditions of today and consider the problems that this nation and other nations are attempting to solve, when we endeavor to look a little into the future and anticipate some of the problems which the children of today must almost certainly face, the responsibility which we must assume in training the children furnishes to us a wonderful inspiration. Each day's work should be guided by the hope that by human endeavor this earth may become a safer, better, and happier home for each succeeding generation. Remember our work is with and for the children; when they have been *better trained, they* will improve the living conditions in this world.

FUNDAMENTALS IN FOREIGN TRADE EDUCATION*

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The real acid test of American foreign trade will begin to operate within a few months. Once the financial obligations of Germany have been definitely agreed upon, the nations of Europe will return to work seriously and determinedly.

The six years of unprecedented foreign trade opportunity have given American business a footing in many markets. Considering our lack of preparedness, and the rapidity with which matters developed, we have accomplished wonders in these years. Much of this conquest, however, was predestined to be only temporary. In many markets trade is only waiting an opportunity to run back into the old channels. Some of the connections which we might have established have been sacrificed to the ignorance, greed, and dishonesty of mushroom exporters. But much of our newly acquired trade we may retain and make into a nucleus for further development.

Unwise legislation and tariff tinkering, a subordination of our foreign policy to local and party politics, and to personal pride, loom up as dangerous elements in the situation. But after all, in the long run, business outwits government action. How much we shall retain of our newly acquired trade, whether we shall be able to push ahead into other fields to find an outlet for our increased home production, will in the long run be determined by the degree of business ability

* Address delivered at the group session on Commercial Education for Foreign Trade of the Eighth National Foreign Trade Convention, Cleveland, Ohio, May 4–7, 1921.

we can develop. And education plays an important part in this development.

THE PRESENT A TIME TO TAKE COUNSEL

The present is indeed an appropriate time to consider what type of education is needed to equip America for the hard commercial struggle which the world is now about to enter. There is nothing mysterious about the requirements for foreign trade. Fundamentally its problems are the same as those of domestic trade. The main difference is, that these problems are approached from a different angle, and assume a different relative importance.

Success in domestic trade depends upon a number of factors. The most important of these are perhaps, the ability to handle men, a knowledge of the product, of accounts, of the technical details of payment and shipping, of the market, and of the customer. Many of these factors represent knowledge for which we may depend upon others. They require technical skill, but little insight, understanding, and judgment. There are two factors which cannot be successfully delegated. They seem to form the very foundation of business success. They are, a knowledge of the market, and a sympathetic understanding of the customer. In domestic trade we absorb much of our information about market and customer almost unconsciously. We read the papers, the market reports, the advertisements, and we discuss current events, at luncheon and at the club. We feel at home in the domestic market, and half a word is enough for us to understand events and probable consequences.

It is the same in foreign trade. Here too, a knowledge of market and customer is a prime essential. The acquisition of this knowledge, however, is extremely difficult. Our newspapers are almost completely silent with respect to the foreign news that is valuable to us in our business. Our friends at the club are of little use to us in this matter, and the foreign customers, moreover, usually differ in language, religion, customs, and prejudices from those of our home town. The keener competition is, the more important an intimate understanding of foreign conditions becomes; the greater the competitive advantage of the man, to whom, thru education and experience, it has become second nature to think himself into foreign situations, and to grasp the effect of international events upon his business.

EDUCATION MUST KEEP PACE WITH AMERICA'S CHANGED POSITION

The need for a sounder knowledge of the world beyond our borders has been greatly increased by the changed position which America now

occupies. A little knowledge goes a long way when selling food products which foreigners must buy, and patented articles which the law prevents them from reproducing. Our industrial expansion, however, has been to a marked degree in internationally highly competitive lines, not protected by legel monopolies. It is also true that importing frequently requires a sounder knowledge of foreign markets and market customs than exporting. And importing is destined to increase in relative importance. The investment of American capital abroad in factories and mines, will from now on be a factor of increasing importance in international finance. Unless, like the French, we are to let the control of our foreign investments pass into the hands of other nations, we must produce men at home in the markets of the world, men who can think in international terms.

If we ask, therefore, what must our schools teach in order that America may become a power in foreign trade, the answer is, they must teach an understanding of the world outside of the United States. They must teach our prospective business men and voters to think internationally.

AMERICA'S PROBLEM ESPECIALLY DIFFICULT

America's problem in this respect is peculiar. The European trader has relatively little difficulty in acquiring an international point of view. He lives as it were, in an international atmosphere. His country is comparatively small, a few hours of travel will usually carry him across its borders. Geography and foreign languages are real and living to him. The foreigners who visit his country are almost exclusively business men and tourists, not inferior to him in education. This teaches him a wholesome respect for citizens of other countries. The distant colonial possessions encourage world travel, and awaken a critical attitude of mind towards his home institutions and customs. The domestic market, moreover, frequently offers but moderate promise of reward, and encourages the development of foreign connections. Our competitors abroad, therefore, absorb the international point of view early in life, and learn to relate world events to their business.

DIVERSITY OF COURSES NOT A SOLUTION

It has frequently been stated that the superiority of our European competitors as foreign traders should in a large measure be ascribed to the larger number of technical courses offered in their educational institutions. This is a mistaken point of view. A few months ago the

statement was made in a meeting in New York City that the University of Berlin offered over one hundred courses in foreign trade. I do not know where this speaker obtained his information, but I am inclined to doubt the accuracy of this statement. As far as I know, the University of Berlin offers no courses in foreign trade. The Handels-Hochschule, or Commercial College of Berlin, offers a group of courses in foreign trade, but New York University with its more than thirty specialized foreign trade courses, offers more than twice as many. The demand for more specialized training along foreign trade lines in Germany has led to the organization in the spring of 1920 of the School for Hotel and Transportation Service. The University of London offers nine short courses, some of which consist of only five lectures, Manchester, Birmingham, and other British institutions of university standing offer even less than this. The Commercial College in St. Gallen, in Switzerland, offers only one course in foreign trade. The two French universities, and the fourteen higher schools in France where commercial subjects are taught, make an equally poor showing, while the most famous of commercial schools in Europe, the Institut Superieure de Commerce of Antwerp offers five courses which may be classified as foreign trade courses.

The superiority of the European training, if such superiority exists, must not be sought, therefore, in the greater diversity of foreign trade courses. The difference lies deeper.

Last year I held the position of professor of foreign trade at the Commercial University of Rotterdam. I gave one course in foreign trade, the only course offered in this subject, in this, the only institution of university standing in Holland where commerce is taught. In the course of a discussion of university policy, the matter of bringing before the students the international point of view was broached. It was unanimously agreed, however, in the meeting of the University faculty, that no special effort was needed in that direction. The professor of law, of economics, of accounting, of corporation finance, and of transportation, all declared that as a matter of course they developed their subject not from a national, but from a comparative and international point of view. A student who follows the lectures in corporation finance at the institution learns not only the problems of a Dutch company, but studies the French, the German, the English, and the American parallels. His high school training in four modern languages enables him to read with facility in the original languages any books published on the subject.

OUR SCHOOLS CULTIVATE PROVINCIALISM

Compare this with our American situation. America's isolated geographic position makes it extremely difficult, if not impossible, for a young man to gain unaided any but a purely local point of view. The international atmosphere is entirely lacking. From early childhood he looks upon foreigners as ignorant and stupid. His estimate of foreign nations is based upon his acquaintance with the immigrant, unskilled workman. His home papers devote much space to the latest divorce scandal, but one looks in vain for an intelligent discussion of foreign events.

If this young American is to be shaped into a foreign trader, or into a voter who will vote with some elementary appreciation of world affairs as affecting domestic business, a very special and determined effort is necessary on the part of the schools to offset this natural tendency towards a narrow, self-satisfied, provincialism. Our schools do not meet this situation at present.

Our present educational effort is consciously directed towards creating a nationally centered frame of mind. Most of our training in foreign languages, as far as practical results are concerned, might just as well be abandoned. Our history training, at least in the lower schools is largely a glorification of American accomplishments. When the pupil finally reaches the higher classes of the high school, or enters the university, the training in economics and business administration deals almost exclusively with American economic and commercial institutions and problems. Many of the so-called foreign trade courses concern themselves principally with a study of documents to be filled in at the home office, and with the organization of American export firms. Except in a few of our universities, no conscious effort is made to awaken in the minds of the students an appreciation, or a desire, for knowledge of foreign countries and international affairs. On the whole, we make a virtue of provincialism.

PATRIOTISM NOT ANTAGONISTIC TO INTERNATIONAL UNDERSTANDING

Started as a wholesome antidote against foreign propaganda, the Americanization wave has only served to emphasize the purely national character of our entire system of education. I am in hearty sympathy with a movement which contributes to eliminating the hyphenated, half-hearted Americans from our midst. There is no place in any country for men of dual allegiance, and least of all in a democracy. He who is not whole-heartedly with us, is against us. But we who

are interested in moulding this country into a powerful factor in world trade must realize that by this emphasis upon the strictly American, we are in danger of sacrificing the mental development of our American born to the conversion of the immigrant.

It is my conviction that both the un-Americanized child and the American born, will be benefited by a study of other nations, other institutions, and other customs. Love for America, its institutions and ideals, can only be enhanced by a comparison with those of other nations. In advocating, therefore, the imparting of an international point of view to our young people, I am not advocating an effort to break down our national consciousness, but rather an enriching of our Americanism thru an intelligent appreciation of our social and economic accomplishments.

The problem of training for foreign trade, therefore, falls into two problems. The most vital one, the one most difficult of solution, is how shall we impart to our young people an appreciation of social and economic conditions in other countries—an international point of view. The second more easily solved, is the problem of training the man who has chosen foreign trade as his special field. These two problems are inseparably connected. We cannot effectively solve the latter without first solving the former.

OUR YOUNG PEOPLE NEED A CHANGED FOCUS

Young men whose education has been American-centered in every field of learning now come to our universities and extension courses, expecting to become foreign traders, able to take their places side by side with our European competitors, by following for a period of six months, a year, or possibly two years, a few specialized courses in foreign trade calculations, documents, and other technical subjects. It cannot be done. You cannot make a Ford into a Packard by giving it a coat of paint. Enlarging the curriculum by adding more detailed courses in the use of codes, in export packing, in c.i.f. calculations, does not meet the situation. What these young men need most of all, is not more detailed information, but insight, understanding, a changed focus, an international point of view. They are color-blind with respect to conditions and events outside the United States.

The situation may be met to some degree and is being met in some instances in our universities by requiring the student to chose his field of study early in his academic career, and to take during his four years of residence such courses in economics, history, comparative government, geography, and languages, as will give him the point

of view which he lacks. But this method is more or less a makeshift. It is difficult to offset the ingrained opinions resulting from early training, and even in the universities it is difficult to find courses in economics and history which will effectively supply the need.

OUR TECHNICAL TRAINING IS HIGHLY DEVELOPED

As far as the technical training courses are concerned, the curricula of many of our American universities now present a variety and a degree of specialization which does not allow of much further development.

At New York University men who intend to specialize in foreign trade are encouraged to continue the study of some one foreign language thruout their university career. During their first year they follow courses in economics, corporation finance, accounting, business law, economic geography, and are also required to take a whole year course in the organization of foreign trade. This course lays the foundation of further foreign trade work by acquainting the student with the business life of other countries. It is a comparative study of commercial institutions. The methods of trade promotion as practiced by the American government and private organizations are contrasted with those found in other countries. A study of the legal position of the firm in foreign countries, of the development of international cooperation in matters of communication, legal procedure, and the protection of industrial property, followed by an analysis of the various channels of trade information open to the business man, contributes to giving the student some insight into the back-ground of foreign trade, and teaches him where to go for his information. Upon this foundation, the specialized courses in foreign trade are then built, foreign exchange, document technique, charter parties and bills of lading, marine insurance, export packing, commercial policies, ocean shipping, foreign sales practice, and special courses dealing with the trade in raw materials, and with the markets of Europe, South America, the Far East, the Near East, and Africa, are supplemented by a further training in commercial geography, languages and history.

INADEQUATE EARLY TRAINING A HANDICAP

Elaborate and diversified tho our program may be, it is my experience that thruout their special training the men suffer from the effects of their early schooling. Neither does the more or less successful attempt of some of our universities to meet the needs of their students solve the problem for the many millions who never get beyond

the high school, from whom the majority of foreign trade recruits will come, and who form the majority of our future voters who will direct the commercial policy of the nation.

We are still laboring under the misconception that foreign trade is a special interest of a small group of persons, like steam-fitting, or cigar-making, and that we have done our full duty if our educational system supplies them with a few fairly well trained clerks. Foreign trade is of nation wide concern. The interests of the farmers of North Dakota, of the retailer in Dallas, of the foreign exchange banker in New York are all affected. No nation ever was a power in foreign trade, except when practically the whole nation was able to think in terms of international affairs.

Foreign trade education, therefore, becomes a problem larger than the training of a few technically skilled experts. For them, specialized courses should undoubtedly be maintained and further developed. But the benefit they will derive from them will be small unless they have acquired what may be called a foreign trade back-ground early in life. This back-ground should be supplied in the schools, and should be supplied to all who enter them.

HOW TO GIVE INTERNATIONAL VIEW POINT

How shall this international point of view be given? Not by copying some foreign system of education. Our problem is a peculiarly American problem. Not by an enlargement of the curriculum, but by a recasting of the present courses. First of all, our young people should be taught at least one foreign language, and they should be taught this language not for the sake of mental discipline, but to give them a usable tool. This study should be started as early as possible, and should be continued thruout the grammer and high school years. It is a criminal waste of time to teach a language for two years and then to drop it. One hour a week thruout the entire school period will give greater benefit than five hours a week during two years. Our present language instruction is pitifully inadequate. Imagine spending two years of your life in studying an automobile and never learning to use one, and yet, that is what we do in our language instruction. It is ridiculous to say that the schools cannot teach the children to use the language. It is done in other countries—it can be done here. Every freshman at the University of Rotterdam follows with ease quotations in French, German, or English, in his University lectures. Our language instruction in this country has been degraded to a kind of illustration of grammar, a most deadly procedure. There can be no more

vital subject than a study of language which forms the key to the soul of a foreign people. The language class should and can stimulate the pupil to think and feel in terms of another nation. How do the people live, what do they eat, how do they dress, what do they read, what are their occupations, their hopes, their fears, what has been their contribution to art and science; such questions may be introduced to make a language course throbbing with human interest.

Next in importance is geography, a subject generally neglected and badly mistreated. Children as a rule dislike it. To them it is merely a catalog of names and dry facts. What can be more interesting than a study of foreign lands. Every class exercise can be made as it were a personally conducted tour of the most interesting sections of the world. In the schools of Holland, the pupils are made to plan trips to foreign lands, with the aid of time-tables, and Baedekers. There is probably no subject which lends itself so readily to giving the pupil an appreciation of foreign institutions and of international inter-dependence. But here again, the subject should be continued for a long term of years, so that it may gradually become a part of the child—it must be allowed to soak in.

History is the third of the fundamental courses which may be made a living subject if approached with the desire to impart to the pupils an appreciation of world events and world problems. History suffers too frequently from the attempt to present a strictly chronological and complete account of events which long since have lost their significance. Conflicts of powers, intrigues and battles, and the lives of men who thru villainy, or nobility, occupied a prominent place in international conflicts, receive careful attention. The part which the various nations have played, not in the destruction, but in the up-building of this world, thru scientific, artistic, and industrial achievements, and thru their support of means and methods of international cooperation, these matters of vital interest to our present, living world, are largely neglected. Yet it is in a study of these facts, that international understanding is born—not in a study of the intrigues and agressions of blind and selfish rulers. Here also, is the place to introduce a study of the governmental and public institutions, and to compare them with those of the United States.

I realize that this vitalizing and refocusing of our present educational work is an ambitious program. The fear of teaching the children something they may not like will have to be displaced by the determination to mould thru our public schools, the minds of the American

younger generation along broader, less-provincial lines, tho the process may not prove entirely painless. In no other way can we hope to create that enlightened public opinion which will ultimately be reflected in wise government action, and to create a favorable atmosphere for the development of our foreign trade experts.

We are facing a new world. The opportunites which now open up before America to become an international power, commercially and spiritually, find us educationally unprepared. By courageously tackling the problem before us, we will benefit commercially, by creating a more favorable atmosphere for foreign trade development, while at the same time contributing our share toward better international understanding.

MODERN GEOGRAPHY—FROM A CANADIAN TEACHER'S POINT OF VIEW

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There is no other subject at the present time which is so uppermost in the minds of Canadian teachers as that of Geography. In the past an appalling apathy has been evinced in this the most interesting and vital of all school subjects. "The sun never sets on the British Empire" is a patent truism, and yet Canadian members of the Empire too often leave school with the perfunctory knowledge that the earth is round, that on it are mountains and rivers and lakes and bays and peninsulas and towns and peoples with strange dresses and ways, and they know nothing of the significance which the "Union Jack" has played and will play in determining the destiny of so many peoples of the world, nor yet how each member of the Empire is dependent for his very sustenance upon the labors and efforts of others in distant and foreign parts of our world.

This awakening to realities is greatly due to the work of such men as Herbertson, Mackinder, Unstead, Newbiggen and others, who have been untiring in their efforts to raise the status of geographical science to the same plane as that of the "older" studies. And in England they have succeeded. Advanced geographical instruction is a necessary criterion for every school in England, and its importance is manifested after a perusal of the syllabi of many of the Great Public Schools, where Geography is on an equality with "time-honoured" Latin.

The impetus given to geography by the English schools and the attraction of the advanced honour courses at the English Universities, was bound to reach Canada—since the war, now a nation in itself—and McGill University has taken the lead and has for entrance to all its Faculties placed geography—learned in the laboratory of nature—as an alternative to other science subjects—learned in the laboratory of the school-room.

It is the purpose of this paper to bring before you some of the views of modern English geographers with an attempt to adapt them to the needs of Canadian schools in general.

ESSENTIAL NATIONAL DIFFERENCES IN METHOD

In the United States, the geography of the home country is the main vehicle for lessons on patriotism and good-citizenship. In view of the fact that the United States is almost a self-contained community, American teachers naturally emphasize the interdependence of men by reference to the bonds which link north and south, east and west; but Canada is not a self-contained community, owing to its latitude it can never be, and in that respect resembles the United Kingdom. Take Montreal for instance. Everywhere it is surrounded by evidence of Canada's world trade, and so a world unit must be taken, and the interdependence of Canadians, and of the people of the United Kingdom, and of those of other countries must be studied, and the dependence of these people upon the people of the United States. The Canadian teacher must consider world facts as fundamental, whereas the teacher in the United States simply uses them as additional illustration of home geography. The known world is the province of the geographer and the complete work of man provides the material for his study.

HUMAN GEOGRAPHY

Geography as its name implies is the mother of all the sciences. Thus is seen the magnitude of the subject and the teacher's difficulty in selecting from the geographical content sufficient facts to exemplify his particular geographical argument and to formulate the habit of mind which is essentially geographical. The teacher, therefore, must choose from geomorphology enough material for a discussion of the geological environment of man as well as man's reaction to that environment. That branch of Earth knowledge, which relates the way in which the mighty St. Lawrence grows, which tells us how its lakes, rapids and falls come about, may possess a real attraction for

you and for me, but for our pupils in the geography class, the essential matter is not these interesting facts in themselves, but the effect such processes have had upon human life. How far reaching such consequences may be can be observed by tracing the effect of the fan-shaped structure of the Appalachians upon the destiny of the British colonists on the sea-board, whose compactness gave them strength in their warfare both with the French and later with the English government in the War of Independence.

Today, too, these eroded bands of soft and of hard rock have forced the engineer to construct railways in the natural valleys of the Mohawk and Hudson, the seaward ends of which explain the growth of Boston and New York.

To the pupil in the high school pertinent geological information is necessary, and he should know the geographical position of New York in relation to the longitudinal valleys of the Appalachians.

Consequently the modern teacher is not interested merely in topographical knowledge. He does not aim to give his pupils a memorized acquaintance with the names of the Atlantic ports, nor is he interested in the names of the rivers of a country, but he is very interested in those rivers which illustrate the particular phase of work he has in hand.

THE CITY OF MONTREAL

No teacher in the senior grades would tell his pupils that Montreal is the greatest city in the Dominion, but by a few well chosen questions and the use of the atlas, he would lead them to see that it happens to be where the trade of the east—by that is meant Europe—meets that of the west; that Nature has been so kind as to make two great inland water roads meet at the very place where land transportation can conveniently be changed to that of ocean transportation. Still that in itself would not cause a city to spring up. Other factors must be present, and it is found that there is a race of people to the east of the Atlantic, whose chief article of food is bread, that they themselves cannot possibly in their own land grow enough wheat to begin to supply their teeming masses with bread, and so there was a market for a commodity which experiment proved could be easily obtained at the end of those great water-ways, so Montreal willy-nilly had to become the main centre for this trade in spite of the apathy of its civic authorities.

But suppose the climatic conditions were such that the Anglo-Saxon race had cultivated a corn diet, as the aborigines—the Indians—

of this land did. What then? Are geographical conditions such that Montreal could still tap the corn lands of the Mississippi, or, other conditions being equal, would some southern American port at present insignificant, have sprung up as a Montreal and left that now wealthy city an insignificant river port?

Indeed the geographical situation of Montreal is not so favorable as many people like to believe; it not only has harbor limitations, but the fact that it is built on an island, and in addition has that great volcanic neck stunting its growth, rather retards than helps. Man, just three years ago, came forward and overcame one of these obstacles by tunnelling thru that neck, but even now, no one can go west in his automobile except by the old cumbersome and slow method of taking the two difficult and somewhat expensive ferries at Vaudreuil.

Montreal is simply a beautiful instance of a city which has grown in spite of itself and its inhabitants, and its present world-wide fame is not due to the special foresight on the part of its people but to the fact that those two islands west of Europe created a demand for wheat and Montreal is the natural consequence of that demand.

GEOGRAPHICAL ARGUMENT

But the senior teacher would not leave it at that, he would make other suggestions to emphasize his point the more. He is not concerned with the fact that Montreal is the wealthiest city, but he is vitally concerned with the conditions which bring about that fact. So he would argue again, supposing the masses of China had been a wheat eating people and not a rice eating people. Is it not feasible that Vancouver or even perhaps Prince Rupert with the natural advantage of an open port the year round, would vie with Montreal for the first place?

Montreal is a clearing house, but suppose the Port Nelson route becomes an accomplished fact and suppose that dream of politicians for ocean liners to go direct to Port Arthur, materializes. What then? Will Montreal stagnate? Will it become a second Quebec? Will it have to be humiliated by seeing its former customers sail proudly by without even a sympathetic visit?

Such are the methods of geographical argument, and such are the problems which our pupils in the high school should investigate. An investigation of this sort has far-reaching results. Our pupils will not be satisfied to leave the argument at Montreal. They will want to investigate facts about those wheat lands. They will accumulate evidence that wheat growing has been more successful in recent years

than formerly—the world has progressed. More wheat has been needed and more wheat has been forthcoming. They can adduce evidence to show that thruout the progress has been of two kinds: in area of land cropped; and in yield per acre. They learn that the world's work is orderly and not capricious, that human progress is steady and not haphazard. At the same time they have found out that the acreage under wheat in Canada has been extended, and it becomes a problem to indicate the reasons for these changes which are in progress and their possible limitation so that human progress in the future may be facilitated.

"The pupil," as Mr. B. C. Wallis says, "begins by wondering, his curiosity is his greatest driving force; he proceeds by developing the capacity to comprehend, while his activity of brain and body force him to acquire knowledge and his school career closes with a feeling of calm power since he has begun to grasp, as an organized whole, the work of the World."

In the above examples are indicated the procedure which should be followed in the upper grades. But a word of caution is necessary. Geographers are guilty sometimes of jumping too hastily to conclusions. The modern geographer will provide a geographical or physical explanation for human events on the spur of the moment, whereas if the human events had turned out a little differently, he would have an equally plausible explanation for the other result.

Take, for example, the movement of the French and English colonists in America. The different fate of these two types of activity may be traced mainly to geographical factors—it is so attractive and convincing. But certain facts are left out, one of which was self-government which came with one and not with the other. Hence the controversy between the historian and the geographer.

Geography and History

What is the relation between these two subjects—geography and history?

Some five years ago, the Historical and the Geographical Associations held a joint meeting in London, and it was decided that the two subjects cannot be taught together. Either we get a history lesson with geographical illustrations or a geography lesson with historical notes. Professor Ramsay Muir, the historian, says that the attempt resembles the celebrated correlation of the lady with the tiger, and which subject plays the part of the lady and which the more dramatic part of the tiger will depend upon the teacher. But in either case, he continues, the school curriculum and the child's mind will suffer.

It is not of course difficult to see the reasons for these decisions. The data of the two subjects differ. Those of geography are directly observable by the child, who can thus be led to reason from his own experience. That is not so with history, where the learner's information must come from others. There is, therefore, a consequent distinction of method as well as of data between the two subjects, and hence they ought to be taught by teachers who have made a thoro study of both and should not be confused on the time-schedule.

Everyone is agreed that in advanced courses—in the universities and in high schools—there must be a marked separation of history from geography, because no matter how intimately history may be connected with geography, when we get to deepening knowledge, the practical equipment of the historian is different from that of the geographer. But when we come down to the lowest grades, theoretically there should be no pigeon-holing of subjects. There we have to teach the young citizen who cares nothing whether a fact is geography or history, where he is in time and space. In our work must enter an element which aims not only at making him efficient in powers of self-expression, efficient as a worker for service and output to the world, but also efficient in that sense that he can retain his poise and contribute strength to the world and not lean weakly helping to form a blind crowd.

All will agree that that is what we should do. It is the ideal but so far no teacher has found a way leading to it. The problem as to how we are to teach history and geography together, on account of the great contrast between them, is unsolved.

THE TRUE POSITION OF GEOGRAPHY

These are some of the vital discussions that have taken place within recent years. As all are aware, geography in the modern sense is the youngest of the school subjects, so young that the teacher retains something of the convert's zeal. So young too, that, while fairly well agreed upon the extent of the school course and upon broad principles of treatment, we still have to work out with certainty the best possible distribution of the different parts of the scheme over the period of the school life. Fortunately geography serves a useful purpose in connecting those two branches of study which have been styled "Humanistic" and "Scientific." It forms so to speak the arch between the two great pillars of humanistic studies on the one hand, and scientific studies on the other.

Our ideals of life will be much more the sane and practicable if we base them on a knowledge of physical conditions which govern the lot of the community, and so our geographical study becomes threefold, embracing: first, observation of natural phenomena (physical geography and climatology); second, study of man's development of the resources of the earth (economic geography), and third, study of man's interrelations with his own kind (political and social geography). Each of these must form part of the work at all stages, yet the developing psychology of the pupils indicates clearly that at certain stages particular aspects of the subject are attractive and profitable, and it is the highest art of the teacher so to arrange his courses as to stress each aspect at the psychologically suitable time.

Stories

The best way to start geographical teaching is thru the medium of stories and descriptions of life in foreign lands, but the average grade teacher fails because the geographical background, or setting of lives dealt with, is so feebly portrayed, and its significance so little understood that the harmonious relationship between people and place—between man and his environment—is lost sight of. The majority of stories as presented have no significance whatever. Never-the-less, many teachers who have tried to build up a detailed and correct background for the early stories have become discouraged for the children lose interest. The reason given is that geography teaching is begun too soon.

Models

Much emphasis in the past—even too at the present time—has been laid upon the value of modelling in the geography lesson. Indeed, a model is the only thing necessary to make a bad lesson a good one. Misconceptions, the result of poor models, are a serious menace to progress. By a model is meant a representation in three dimensions of some natural scene or industry which is always composed of more than one part—what a child once called a solid picture full of things. Confusion arises because the child is a matter of fact person and thinks that what he sees *is* what he sees and not a representation of something entirely different, and because size is something extraordinarily difficult to interpret. Our pupils cannot abstract out of the model that quality which we wish to illustrate.

On the other hand what pupils do for themselves is real to them. Naturally then, pupils must first make their own attempts and then interpret other peoples. For after all the purpose of a model is to make

clear mental pictures and if they do not represent real places for children and make them more real for them, they are "as sounding brass and tinkling cymbals."

MAPS

Is it not better instead of wasting time on models to concentrate on maps? Should not our pupils be able to read a map in such a way that it did not matter which way it was hung, that it was right whichever way they looked at it?

Children understand pictures very well, but there is a great gulf between a picture and a map. Why should not this gulf be bridged by the picture map? How can we expect our children to grasp the meaning of a flat map when all the signs are symbolic and imagine that to them brown patches represent lofty and irregular mountains, and that little dots represent cities—both small and large. Surely the true sequence seems to be the picture followed by the picture map and succeeded much later by a modern orographical map. It is important, however, to remember that the first positions of maps should be horizontal and not vertical and that they should be orientated correctly. Distance, too, is better understood in hours of walking than in miles.

But this discussion is too overdrawn. Suffice it to say that "it rests with the teacher to make the reaction between his intelligence and that of his pupils a continuous stimulus towards the wide sympathies, the broad grasp, and the intensity of appreciation of detail which are characteristic of a well developed mind; and for breadth of outlook, for intimate relation with the palpitating human life which surrounds the pupil, for an insight into the wonder world on inanimate and animate objects, no school subject can compete with geography."

AN ATLAS OF FRANCE—A PROJECT IN GRADE VI

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INTRODUCING FRANCE

It was not so very long after the war that we studied France, so it was one of the living countries in the minds of the boys and girls. When studying a country we fill our glass show case with articles from that country, and when articles from France were called for, they were brought in with great rapidity. Many of the articles, as one might imagine, were made of silk. There were silk handkerchiefs, bags, a pillow slip, a card case, etc., and then our first problem arose. Why

do we get so many silk articles from France? Then came the use of books and pictures, and the silk worm and its work was thoroly discussed. One little girl who had recently arrived from Italy even brought cocoons to class. The pupils saw the whole process of silk making in lantern slides at the Children's Museum in Jamaica Plain. While answering our first problem we stumbled into a second: How does it happen that so many mulberry trees grow in France? This suggested climate, and a discussion of the same followed. Then we were ready to locate the silk industry and print the word SILK on our individual product maps. Lyons was located, and silk manufacturing carried on there was discussed. Altho each child made an individual product map, we made a large cardboard class map too. At the same time that we printed "silk" on our product map, we tacked pieces of silk cloth on our class map.

RESEARCH WORK

Soon after our class map was started, an abundance of material poured in for it, but before placing any article upon the map, the child had to prove that it came from France and had to prove what part of France it came from. Then the class would take up reasons for the same. Let me be very definite. One child brought in a French wine cup. He proved from one of the geography books, giving the name of the book, the author, and the page, that wine came from France. Then he proved from the book and from a commercial map in which part of France wine was made. Then the following questions were taken up and discussed by the class: Do they make much wine in France? Why? How is it that there can be so many vineyards there? Why should Bordeaux be the city to send out so much wine? After solving these problems, we printed WINE on our maps. One can see how the above discussions would lead to the use of geography books, maps, pictures, and material found both in and out of school.

Children brought in French labels from sardine boxes, face powder boxes, perfume bottles, soap, styles from magazines, ribbon, cloth, fruit, vegetables, etc. Jack knives, pen knives, butcher knives and silver ware stamped St. Etienne were brought in. This suggested CUTLERY which the children gladly printed, and the picture of a knife and spoon was pasted on our class map.

When the children read the lists of fruits and vegetables that came from France they brought in pieces or skins of the same, and some brought labels on which were printed—FRUIT and VEGETABLES. Then came the problem: Why are the products raised in the north so different from those raised in the south?

So we continued to work together until our product map was completed, and we not only knew the products of France, but the parts of France from which they came; also why they came from those parts. Upon the completion of our maps, we chose a committee of four to select the four best maps. Each of these four maps were numbered. The names of the pupils who had made them were hidden and each judge voted by number for the map he thought best, without letting the other judges know his choice. Thus we worked out several maps discussing, reading, looking at pictures, and understanding them rather than just tracing or copying them.

The maps were so well done that we thought it would be great fun to make an Atlas of France. Interest grew rapidly and pupils passed in maps made in extra time at home and at school. War books, school books, personal books, library books, newspapers, magazines, and even relative's books were explored with a definite purpose in mind.

CO-OPERATION AMONG THE PUPILS

The pupil teacher accepted some maps, and refused to accept others, giving a reason for his decision. Perhaps the map was not neat; perhaps too many things stood out (the pupils had decided that one definite thing should stand out on a map and not many different things); perhaps it was not correct; or perhaps in the language of the pupil teacher "it didn't tell anything." Sometimes when a pupil made a map at home the members of the class questioned him about it to see if he knew and understood what he had made.

When our maps were all completed, and ready for the atlas, a committee was chosen to buy a scrap book in which to paste the maps. We did want to bind it ourselves, but time did not permit.

CORRELATION

The members of the class left the first page blank, because in examining other books they always found this to be the case. In many books the second page has a picture, and the class voted to paste there a large bird's eye view of Paris. Next in our book was to be the preface. We studied prefaces and their uses. We thought this a good time to correlate geography with English, so we took a composition period and wrote prefaces. A committee chose the best one and a boy typed it. He did this typing while convalescing at home after an illness. He wanted to have some part in the making of the book so this was assigned to him.

Now came our chance to correlate geography with drawing for we needed a good printer to print a table of contents, a title page, and the page numbers. Never were such pains taken in a drawing period, and the four best printers were chosen to do the above tasks and later to print the supplementary page.

Our pasting committee consisted of the whole class for each child pasted at least one map or picture. This pasting was done in spare minutes; before school, after school, or at recess.

Supplement

The boys and girls made individual note books, in connection with our study on France. These were fine, and we added a supplement to our Atlas which consisted of a page taken here and there from these individual books. These show the great variety of material used by the pupils. They searched in old books, in war magazines, in *Current Events*, weekly and Sunday newspapers, geographies (products drawn) and even in pantries in the homes (from here they brought labels, etc.).

One child who was collecting pictures brought in a picture of Eiffel Tower. A tinker toy set and an erector made their appearance soon after this and four boys spent happy moments building Eiffel Tower. Others made plastecine models such as a vineyard of France, Arc de Triomphe, a mine, etc.

Concerning clippings, the pupils continually brought those in, keeping up with the papers and with the times. Any member bringing in a clipping had to have it thoroly mastered, and had to be able to answer questions on the same. Any other members had the privilege of discussing or questioning the child who had brought the clipping, and they did so quite frequently.

The highest point in France was discussed one day. One child said it was Mt. Blanc but a boy with sparkling eyes wildly waved his hand and when he had a chance to speak, he said that a few days before he had read that the top of Mt. Blanc had fallen off and that it was no longer the highest point. The class wished to see the clipping. It came in a few days later.

As we were finishing our atlas, a new wall map of Europe was received, showing agricultural products, railways, and the density of population. As this supplied considerable additional data several new pages were added to our atlas. The cover caused quite a discussion and at last it was decided to print the title on it rather than draw or paste a picture there.

CONCLUSION

And thus was our atlas completed. We not only had many interesting lessons in geography while making this Atlas, but we had correlated it with English, drawing, and composition. In addition to this we learned how to use books; how to co-operate with others; and how to make maps.

We had much fun, enthusiasm, interest, and search work, and at the same time the boys and girls received a vast amount of knowledge. That the work was thoroly enjoyed was indicated by a request to make a similar Atlas of Germany.

THE TEACHING OF PLACE GEOGRAPHY

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Geography is a study of the physical environment and its relation to life. A study of places is a part of geography but it is not a distinct subject in itself. It is the fundamental basis for the teaching of geography just as the addition and multiplication tables are for the teaching of arithmetic. It is picturing accurately the position and relation of places in the mind of the pupil, that is of practical value in teaching him anything further about the various parts of his country. Without the knowledge of places one cannot appreciate the activities of people or make intelligent adjustments to his environment. To appreciate letters, telegrams, and travel one must know places and what they stand for. To make decisions in such matters as means of transportation, marketing, and investments in land properties, one must have a definite knowledge of place geography.

Some of the foremost educators in the geographical field have found by tests and examinations that even college students lack a knowledge of the location of places on the map and upon the actual earth itself, as shown by them in articles published in the *Journal of Geography* and other educational publications. Many teachers in the elementary schools find that soon after the pupils have completed the study of a region they have forgotten the places taught.

PREPARING A LIST OF PLACES

The first problem that confronts the teacher is to decide what places shall be taught. Place geography being only a phase of the larger field of the subject, it is necessary to guard against the teaching of too many places. A list of places to be used as a basis for the work

may be provided by the teacher or by using lists found in school journals. The teacher may consult the text, various courses of study, maps, and other geographical publications. With these materials at hand one should undertake to list the important places for drill work. Choose places that are important for more than one reason. One should not, nor cannot, expect a pupil to remember all places that will be discussed during the class periods. If the selection has been carefully made beforehand, the drill can be centered on those places of greatest importance. More time can thus be given to the important places and confusion will be avoided.

USE OF MAPS

The lack of the proper use of maps has brought much distress to teachers and pupils. The map is the fundamental basis from which place geography is taught, and the pupil must learn to interpret it. The teacher should study maps before trying to interpret them to pupils. The wall map should be constantly used during the study and recitation periods. The position of the map may be changed on the wall or it may be placed on the floor, thus providing a way for the pupils to interpret it from its natural position. To give correct ideas of distance represented between places, it is necessary to teach the pupil to make correct use of the scale of miles. The pupils should be given careful, specific directions as to how to use the maps in the text during the study and recitation period. All class work should be examined to insure exactness, carefulness, and neatness. The use of maps overcrowded with names should be avoided. Outline maps have proven to be of great value to many instructors and pupils. These maps give each pupil a chance to do the work definitely for himself. The use of colors helps to fix permanently in mind the location of places.

Map study should be approached differently in the lower and upper grades. It is in the lower grades that the foundation is laid for the study and interpretation of maps. The teacher must suit the work to the capacity of the pupil and understand whether the work being done is that which requires drill. To use maps to the best advantage the teacher must understand the maps as well as the preparation the pupils have had in previous work.

IMPORTANCE OF DRILL

Drill work is a necessity in the teaching of places. It cannot be accomplished without repetition. This repetition can be made inter-

esting by well planned class exercises consisting of various games and devices. Such drills may involve the whole class period, a few minutes at the beginning, or a few minutes at the close of the period. They may be given whenever the teacher finds the best opportunity to introduce them. Giving drills merely to take up class time is a waste of time to the pupils and the teacher. The pupils cannot act intelligently and be blind as to the purpose of the work.

The drill lesson has an important place in the class. The study of a region cannot be completed without bringing many new places to the mind of the pupil. For example, the topic of "Corn Raising" in the Central States is taught in detail in the lower grades. The pupils indirectly learn the names of many of the larger market centers. Unless some device is planned whereby these can be reviewed, each will be forgotten. It is at this place in the work that an interesting drill lesson can fulfil its mission. A commerce, journey, picture, guessing, relay, travelogue or stereograph game may be presented for the drill work. These games will be interesting and should be planned to require rapid thinking and action on the part of the pupils. Such well planned interesting rapid drills make a splendid review, providing a way for the pupil to return to the places again and again. Thus he becomes so thoroly acquainted with them that they seem real.

It has been claimed in the past that place geography was taught for the purpose of learning names, which were soon forgotten, and gave the pupil little value in return for his labor. On completion of the work the results show that the pupil remembered a jumble of names, without any knowledge as to what those names represented upon the actual earth. The name of a place should never be taught until there is a reason for knowing something about it. When some phase of the work is being discussed, the names of places will naturally come up in class. Pupils should be taught why a place is important. Such places will be remembered because the pupil had a motive to discover facts that were of interest to him. This should result in a class attitude of high standard and in a gaining of interest in the work.

PLACE GEOGRAPHY A PHASE OF LARGER FIELD

It should not be forgotten that the teaching of place geography is a small phase of the larger field. Much can be done by incidental teaching of places at the same time other important topics are being taught.

Many of the places discussed in class are entirely new to the pupil. To talk about some remote place and not connect it in any way to

those things which the pupil knows and understands will result in a loss of time. Hours of unnecessary study on the part of the pupil and hours of unnecessary class discussion could be saved by associating what the pupil knows with that which he is learning for the first time. An association should be made first, with those things most closely related to the pupil, the home, the school, and the surrounding community, second, by using the broader knowledge of the pupil, which has been obtained thru travel, former school work, outside reading of books and magazines, examination of articles, exhibits, and pictures.

The new cannot be associated with the old until the pupil gains an understanding of the new. This may be accomplished in the class work by the use of actual articles, exhibit materials, pictures, stereographs, lantern slides, collections made by pupils, trips to museums or industrial plants, maps, reading material in text, outside books, and magazines. These materials may be procured by the cooperative work of teachers and pupils.

When the new materials are mastered and associated with the old, the comparison of the two will be inevitable. It will stimulate thot on the part of the pupils. It adds interest to the work and promotes a desire to know more about each place, providing a way for the pupil to remember places studied.

The selection of places, the constant use of maps, the frequent interesting rapid drills, association and comparison of new places with those previously studied are accomplished thru the careful planning of class exercises. Each lesson can be so planned as to emphasize the location and explanation of any place worthy of discussion. This is teaching place geography incidentally, and is excellent, but it must be followed by such later work as will insure permanent mastery of the necessary knowledge of places. The journey lesson offers a means of teaching place geography in an interesting and instructive manner.

THE JOURNEY AS A MEANS

A journey lesson may be planned after the usual treatment of a continent or country has been completed. In this journey lesson each pupil may be led to visit every important place discussed in the previous work. Outline maps on which the important places are indicated by letters and numbers may be used. The teacher can easily prepare such a map by using the best map in the text, and selecting the important places, which can be marked on the outline map. The route of travel should be planned so that each place will be visited. Interest may be aroused by asking the pupils a few questions with reference to

their past experience in traveling. It should be explained that they will take a long journey visiting many places and viewing many scenes. One may start from the home locality. The places to be visited should be arranged in the order of convenient travel. Each pupil must be on the lookout for something to remember about each place. The places will be located on the wall map, and the pupil must tell at least one important thing about the place before going to the next. They will visit on an average ten places during each recitation. This journey is to be written in story form.

The pupils will find reasons why one place is more important than another. This information may be obtained from knowledge gained in previous class work, the textbook, class note books, outside geographical books and magazines, maps, pictures, stereographs, and lantern slides. Sufficient time can be found to use these materials as they are needed. It is not necessary that the teacher have all of these materials to present a successful journey lesson. The materials used will depend on the amount to be found in the school and the organization of the work.

Each class period will broaden the knowledge of the pupils as the method of presentation will vary from day to day. Different members of the class will report on various things of interest, and bring to the pupils a great amount of information derived from many sources, that would otherwise be lost. The notebooks, textbooks, and wall maps will be studied and used with earnestness. Drills will be given during class time by various games and devices helping to hold the interest of the pupils. The stories will be read in class at different times. While the paper is being read one or two other pupils will point to the places on the wall map, after which the class will discuss the strong and weak points. They will be learning by association, and cannot avoid comparison in work.

The amount of time to be spent in taking such a journey will depend on the previous training the pupils have had, the number of places to visit and the general ability of the class. This plan of journey lesson has been carried out with a seventh grade class. They completed a journey thru Africa visiting one hundred five places in three weeks time. The trip was written in story form as discussed and carefully worked out in class each day.

Type of Journey

"January 5, 1920, we start from Normal, Illinois. We are soon riding eastward thru Illinois and Indiana. We see many fields of corn and wheat. The surface becomes more

rough as we go thru Ohio. The air becomes smoky as we pass thru Pittsburgh the smoky city of Pennsylvania. We continue our journey to New York City. It is the largest city in the United States.

"Our journey on land ends for awhile. We get on the steamer. For five days we see nothing but water. We scarcely realized this ocean was so large. The temperature is so warm when we passed thru the Gulf Stream.

"We see land, everybody thinks we are nearing Africa. The captain laughs, and tells us we have come to the Madeira Islands. They are west of Africa. We stop for a day. The climate is delightful. The natives tell us that many people come to these islands for their health. We look at the orange and banana trees. It reminds us of Cuba.

"We continue our journey eastward coming to the Strait of Gibraltar which lies between Europe and Africa. We are so near to Spain that we can see the Rock of Gibraltar. We have come to Tangier, Africa, a seaport in the Neutral Zone. It is a very queer city. We see many houses with flat roofs. The streets are narrow. The men wear turbans. They are dressed in long gowns of bright colors. Many of the people are Arabs.

"We traval south into the Neutral Zone. It is a small area of 140 square miles. We find 60,000 people living in this place. It was made neutral in 1908.

"The climate is hot. We ride mules into Spanish Morocco, just south of the Neutral Zone. It is about one sixth the size of our own state of Illinois. Many of the people are Mohammedans. We see fig orchards, olive trees, and small hedges. These hedges are made from pear trees.

"We continue our journey southward coming to French Morocco."

Testing Results

The papers written for class contained many geographical facts expressed in well organized sentences which were neatly written. The class displayed a high degree of interest from the beginning until the completion of the work. They were able to locate places on the outline, text, and wall maps with accuracy. These pupils had a reason to remember the places. They had been prepared for the final drill of learning the place names, not as an end in itself, but as a phase of the larger field of geography, gaining an indefinite amount of new knowledge while learning the exact location of places and what they stand for in such a way that each will be remembered, not as a place on the map itself, but as a real place in the world.

Two weeks after the trip had been completed, the teacher, without previous warning to the pupils, asked them to tabulate any benefits they had derived from the journey lesson.

The following is a list taken from those prepared by the pupils:

1. It helped me to remember places.
2. It helped me to study and interpret maps.
3. It helped me to see the places as more than a name on the map. They seemed real.
4. It helped promote my interest in geography work.
5. It helped me to know more about the continent of Africa
6. It helped me to think what facts should be remembered, and to decide why one place was more important than another.
7. It aroused a desire to go to Africa.

8. It helped me to know which parts to visit and what to look for on a trip.
9. It helped me to make use of my previous class work in making comparisons.
10. It will help me in my future reading.
11. It helped me to use outside books and pictures to gain information.
12. It helped me to pronounce words correctly.
13. It helped me in spelling correctly.
14. It helped me to write neatly.
15. It helped me in organizing a story.
16. It helped me to organize my work daily.

These pupils realized that a journey lesson had increased their knowledge of places in many ways. Their own estimates of the benefits derived show that they enjoyed the study and that they saw for themselves its value in geography, English composition, and in other practical ways. Definite teaching of place geography as a phase of geographic study enables pupils to appreciate the real meaning of current events, to enjoy books of travel, to plan their own travels intelligently, and to be better citizens.

ANNUAL MEETING OF THE NATIONAL COUNCIL OF GEOGRAPHY TEACHERS

Washington, D. C.

The annual meeting of the National Council of Georgraphy Teachers was held at the home of the National Geographic Society, Washington, D. C., December 28, 1921. Approximately one hundred enthusiastic geography teachers attended the sessions, representing a large number of states. Two members were present from the state of Washington. The keenest interest prevailed thruout the meetings. There was a strong feeling that the National Council is now in a better position than at any earlier time in its history to attack the problems of educational geography in a manner that assures success.

MORNING AND AFTERNOON SESSIONS

The morning session was devoted to a trip thru the printing establishment of Judd and Detweiler where the various processes of producing the *National Geographic Magazine* were explained. Returning from this trip the members and friends were entertained at luncheon by the National Geographic Society.

The afternoon session was opened with a report by the Secretary which discussed the work done during the year, bringing out the fact that memberships had more than doubled, and that if the hearty cooperation given in the past is continued the National Council should

soon have a membership of 10,000. He also called attention to the desirability of adopting some comprehensive educational policy relative to elementary school, secondary school and normal school geography so that all committees hereafter appointed may coordinate their work to better advantage; may work in accord with some definite unified plan and with greater chance of having their work rewarded with measurable results. He recommended that the Executive Committee be authorized to adopt such a policy and direct further committee work. This recommendation was adopted by the Council and the Executive Committee was authorized to take whatever steps seemed advisable to improve geography teaching.

The report of the committee on a standard course of study in elementary geography was presented by Miss Erna Grassmuck and the discussion was led by Professors Richard E. Dodge and L. O. Packard. The report by the normal school committee was presented by Professor Douglas C. Ridgley and the one on secondary school commercial geography by Professor F. E. Williams. All of these reports were preliminary in character, evoked a keen interest and discussion, and will receive further study during the next year.

EVENING SESSION

The evening session was opened by an address by Maynard Owen Williams on the Educational Work of the National Geographic Society. This was followed by the presidential address of President Wallace W. Atwood.[1] The meeting was then converted into a round table discussion on the coordination of the work in geography and the other social sciences. President Atwood presented a report of the Briarcliff Conference of Social Science teachers, which he was invited to attend as a representative of the National Council. He urged that the National Council continue this cooperation. A telegram from the social science groups, then in session at Pittsburgh, extending an invitation to join them in a conference on secondary school education was read. The discussion brought out a strong sentiment in favor of such joint action. It was voted unanimously to refer the matter to the Executive Committee with the recommendation that the invitation be accepted.

The resolutions committee consisting of Professors J. Paul Goode and J. Russell Smith presented the following report, which was adopted unanimously.

> The National Council of Geography Teachers wishes to express its appreciation of the kindly courtesies and generous hospitality

[1] See p. 81.

extended to us by our hosts, the National Geographic Society, and especially its President, Mr. Gilbert Grosvenor.

A meeting of this kind is more effective when it is held where there are the privacy and the welcome of a home. These advantages the Hubbard Memorial Hall have admirably provided.

We are grateful for these courtesies as individuals and as a society, and we also regard them as an effective contribution to the advancement of the science of geography in America.

The annual meeting of the Board of Directors was held at the close of the evening session for the purpose of electing officers for the ensuing year. The nominating committee placed in nomination the following members who were duly elected:

President, R D Calkins, State Normal School, Mt. Pleasant, Michigan

Vice President, R. M. Brown, Rhode Island College of Education, Providence, Rhode Island

Secretary, George J. Miller, State Teachers College, Mankato, Minnesota

Treasurer, Douglas C. Ridgley, State Normal University, Normal, Illinois

Members of Executive Committee, terms to expire December, 1924:
Harlan H. Barrows, University of Chicago
Ray H. Whitbeck, University of Wisconsin
Douglas C. Ridgley, State Normal University, Normal, Illinois

Directors at Large: Sam Bratton, Rachel E. Day, Erna Grassmuck, R. S. Holway, W. R. McConnell, Ellen C. Semple, J. E. Switzer

THURSDAY FORENOON

No regular program had been provided for Thursday forenoon but as many members remained to attend the session of the Association of American Geographers, the National Geographic Society extended its gracious hospitality by providing a sight-seeing trip to many points of interest about Washington.

MEETING OF EXECUTIVE COMMITTEE

The annual meeting of the Executive Committee was held at the New Ebbitt Hotel Thursday forenoon December 29, 1921, to consider the various matters referred to it by the National Council and outline plans for the future. Vice President Robert M. Brown presided and the following members were present: Douglas C. Ridgley, Harlan H. Barrows, W. W. Atwood, Richard E. Dodge, George J. Miller.

The formulation of a comprehensive educational program was given first consideration. Upon motion of Richard E. Dodge it was voted unanimously that President R D Calkins and Miss Edith P. Parker cooperate with the social science group in the preparation of secondary school (inclusive of junior high school) geography courses; that W. W. Atwood, Miss Erna Grassmuck, and D. C. Ridgley cooperate in a similar manner in the preparation of geographic standards for grades below the junior high school; that the two committees constitute a committee of the whole for the purpose of proper coordination of elementary and secondary school geography; that these committees may increase the number of their members by making nomination to the Executive Committee thru the Secretary, and that the findings of committees on all matters of outstanding importance shall be submitted for approval to the Executive Committee of the National Council thru its Secretary, to the end that if confirmed they may have the official support and approval of the organization.

The foregoing action with reference to secondary schools grew out of an invitation of the social science group—economists, sociologists, historians, political scientists, business group—in session at Pittsburgh, to cooperate with them in a study of secondary school education, while that relating to elementary schools provides for the continuamce of work carried on during the past year by President Atwood and others.

A thoro study of normal school geography was considered essential, for the establishment of satisfactory instruction (both in kind and amount) in such schools is the master key to a solution of the larger problem of geographic education as a whole. It was decided by unanimous vote "to request the Council of the Association of American Geographers to cooperate with the National Council of Geography Teachers in a survey of Geographic instruction in normal schools and in the preparation of a program for the improvement of conditions." In response to this request, the Council of the Association provided for the appointment of three representatives on a joint committee. Two representatives of the National Council will be appointed shortly.

The Executive Committee voted unanimously to accept the invitation of the Board of Regents of the University of Michigan to hold the next annual meeting at Ann Arbor, Michigan.

GEORGE J. MILLER,
Secretary

PENNSYLVANIA COUNCIL OF GEOGRAPHY TEACHERS

The second annual meeting of the Pennsylvania Council of Geography Teachers was held December 29, 1921, at Altoona, Pa., in connection with the Pennsylvania State Teachers' Association. The president of the Council, Miss Zoe A. Thralls, of the Indiana State Normal School, Pa., presided.

Two hundred members, and others interested in geography, listened to the following addresses:

"Latin America Yesterday and Today." Dr. Lucy L. W. Wilson, President, Philadelphia Teachers' Association, Principal South Philadelphia High School for Girls. Her address, accompanied by slides, was filled with first-hand and useful information.

"Europe Today and Tomorrow." Frank E. Williams, of the University of Pennsylvania. Professor Williams has acquainted himself intimately with Europe and its problems.

"What our Normal Schools Are Contributing." Dr. John A. H. Keith, Principal, Indiana State Normal School. Dr. Keith proved himself, an able advocate of the new geography.

The attractive and well prepared exhibit of expression work done by the children of Pennsylvania in connection with their school work, was much appreciated by geography teachers and others.

The Council adopted a constitution, elected the members of the Board of Directors, and other officers as follows:

President, Miss Zoe A. Thralls; Vice-president, Mr. L. C. Krebs, Cumberland Valley State Normal; Secretary-Treasurer, Superintendent Edward S. Ling, Glenside.

ELIZABETH KURTZ,
Secretary pro tem.

LOSS OF MANUSCRIPT

The Teachers College at Mankato, Minnesota, in which was located the editorial office of the *Journal*, was destroyed by fire February 5, 1922. Everything belonging to the *Journal* was lost including nearly all manuscript on file. Unpublished manuscript by the following authors is safe: Mary Washington, Burton A. Barnes, Harvey D. Douglas, M. Aurousseau, Amy Ware, Ina Seed, Maude E. Barber, Carl Sauer, Esther Anderson, Flemin Cox. The list of manuscript on file was also destroyed. Will all contributors who had unpublished manuscript in our files furnish a duplicate copy to the editor, if they have not already done so?

The Editor wishes to take this opportunity to express his great appreciation of the hearty response to his numerous telegrams. The genuine cooperation extended immediately assures the publication of the *Journal* on regular schedule

GEORGE J. MILLER, *Editor*

GEOGRAPHICAL PUBLICATIONS

Jules Blache. **Modes of Life in Moroccan Countryside: Interpretations of Aerial Photographs.** 1 map, 21 photos. *Geog. Rev.*, Oct., 1921.

Roland Gorbold. **Off Duty in Bagdad.** 7 photos. *Asia*, Oct., 1921, p. 836.

Herbert S. Dickey. **Following Equatorial Waterways Across South America.** 11 photos., 1 map. *Travel*, July, 1921, p. 15.

Ellen C. Semple. **The Regional Geography of Turkey: A Review of Banse's Work.** Map. *Geog. Rev.*, July, 1921, p. 338.

C. Willcox. **An Exploration of the Rio de Oro, Colombia-Venezuela.** 5 photos, 1 map. *Geog. Rev.*, July 1921, p. 372.

Lila Thompson. **Distribution of Livestock in South America.** 5 photos, 5 maps. *Bull. Pan. Am. Union*, Aug., 1921, p. 109.

Rosita Forbes. **Across the Libyan Desert to Kufara.** 19 photos, 1 map *Geog. Jour.*, Aug., 1921, p. 81 and Sept., 1921, p. 161.

Hawthorne Daniel. **The Canadian Oil Rush, Limited.** *World's Work*, Nov and Dec., 1921.

A series of two articles describing a trip to Ft. Norman and the newly discovered oil fields on the Mackenzie River just south of the Arctic circle.

Emma S. Yule. **Miss China.** 8 photos. *Scribner's*, Jan., 1922.

Wm. L. Hall. **A Fortnight on a Cargo Boat.** 8 photos. *Asia*, March, 1922.

Mr. Hall describes his experiences on a Chinese cargo boat from Chungking to Hoochow. This is the first of a series of articles on Mr. Hall's travels from Chungking to Suining, China. He clearly depicts Chinese life and character.

E. Dana Durand. **Agriculture in Eastern Europe.** *The Quart. Jour. of Ec.*, Feb., 1922.

Treats overcrowding of the land; consequences as to the standards of living and food supply; prospects for recovery; prospects for progress in peasant agriculture, and the large estates.

John Bassett Moore. **Gorgas—Redeemer of the Tropics.** *Rev. of Rev's*, Feb., 1922.

Describes the work of Mr. Gorgas in opening up the tropics.

Stanley High. **Korea, the Cockpit of Asia.** 12 photos. *Travel*, Feb., 1922.

Frank Andrews. **Handbook of Foreign Agricultural Statistics.** Bull. 987, U. S. Dept. of Agriculture. 1921.

Contains data of great value to the teacher.